CLINICAL COURSES OVERVIEW

May 2013
Thirtieth Edition

Coordinator:
Dr. Venita Sposetti,
Associate Dean for Education

Copyright © University of Florida 2013
CLINICAL COURSE INFORMATION

I. Introduction

II. Competencies for the New Dental Graduate

III. Overview of Clinical Expectations by Discipline

IV. Clinical TEAM Grading with AxiUm

V. Clinical Courses Syllabi-Junior Year (web link)

VI. Clinical Courses Syllabi-Senior Year (web link)

VII. Professionalism in Patient Care and Practice Management, DEN 7016L, DEN 7017L, DEN 8018L

VIII. TEAM Program -Clinical Courses

IX. Clinical Rotation Courses

V. Program for Independent Performance and Evaluation (Global Assessments)

Completed Case Presentation, DEN 8768L (Semester 10 & 11)
CLINICAL COURSES OVERVIEW

I. Introduction

This reference document and guide is to assist you in the successful completion of the clinical courses and in developing competency as a general dentist. It contains the departmental information and criteria that you will use to guide you in your comprehensive care of patients within a course timeline.

The clinical courses reflected in this overview document are a projection through completion of your senior academic year and subject to change from year to year, not only in content but also in the educational and evaluation methods utilized. However, students will be notified in writing by course directors and with appropriate notice of any changes to the clinical courses. AxiUm, a clinical management software will be used to populate the patient electronic health record (EHR) patient financial information, student procedures, student grades and competency completion.

The College of Dentistry’s Electronic Curriculum Organizer (ECO) contains the complete syllabus and manual for each clinical course. These syllabi include specific clinical grading criteria and final course grading. The Clinic Procedure Manual (CPM) contains information on clinical operations, patient treatment planning, fees, forms and related clinical administrative procedures. The College of Dentistry’s Student Handbook contains information about the dental curriculum, academic/clinical performance, academic honesty, student evaluation and other college programs and services.

Direct all questions concerning clinical grading or competency evaluation to the specific course director indicated in this syllabus. The appeal of a clinical evaluation or clinical course grade must be within 5 working days from the posting or receipt of the grade (excluding holidays and school breaks.)
COMPETENCIES FOR THE NEW DENTAL GRADUATE

The Competencies for the New Dental Graduate was developed by the College of Dentistry’s Curriculum Committee with input from the faculty, students, and staff and approved in October 1999. This document was revised in June 2004, April 2007 and March 2010

Preamble

The educational mission and philosophy for the UFCD predoctoral program are presented in Appendix A. The overriding goal of the program is to produce a competent general dentist. The general dentist is the primary oral health care provider, supported by dental specialists, allied dental professionals, and other health care providers. The general dentist will address healthcare issues beyond traditional oral health care and must be able to independently and collaboratively practice evidence-based comprehensive dentistry with the ultimate goal of improving the health of society. The general dentist must have a broad biomedical and clinical education and be able to demonstrate professional and ethical behavior as well as effective communication and interpersonal skills. In addition, he/she must have the ability to evaluate and utilize emerging technologies, continuing professional development opportunities and problem-solving and critical thinking skills to effectively address current and future issues in health care.

As used in this document and described in Appendix B, a competency is a complex behavior or ability essential for the general dentist to begin independent, unsupervised dental practice. Competency includes knowledge, experience, critical thinking and problem-solving skills, professionalism, ethical values, and technical and procedural skills. These components become an integrated whole during the delivery of patient care by the competent general dentist. Competency assumes that all behaviors are performed with a degree of quality consistent with patient well-being and that the general dentist can self-evaluate treatment effectiveness.

In competency-based dental education, what students learn is based upon clearly articulated competencies and further assumes that all behaviors/abilities are supported by foundation knowledge and psychomotor skills in biomedical, behaviorial, ethical, clinical dental science and information management that are essential for independent and unsupervised performance as an entry-level general dentist. In creating curricula, dental faculty must consider the competencies to be developed through the educational process, the learning experiences that will lead to the development of these competencies, and ways to assess or measure the attainment of competencies. Competency statements for dental education have evolved to a point where they are divided into domains, are broader and less prescriptive in nature, are fewer in number, and most importantly are linked to requisite foundation knowledge and skills. A glossary of terms used in competency-based education is found in Appendix C.

The purposes of this document are to:

• Define the competencies necessary for entry into the dental profession as a beginning general dentist;

• Enhance patient care quality and safety, illustrate current and emerging trends in the dental practice environment;

• Serve as a guide and central resource to promote change and innovation in predoctoral dental school curricula;
• Through periodic review and update, serve as a guide for benchmarking, best practice, and interprofessional collaboration and additionally, as a mechanism to inform educators in other health care professions about curricular priorities of dental education and entry-level competencies of general dentists.

Competency Statements

Independent Skills

Students will be competent in the following concepts and skills, and expected to be able to perform them independently when they begin unsupervised dental practice. These independent skills are taught in the core curriculum. The competencies relate to the child, adolescent, adult, geriatric and special needs patients.

Domain I: Professionalism – Apply standards of care in an ethical and medicolegal context to assure appropriate informed consent, risk management, quality assurance and record keeping and delivered within the scope of the dentist’s competence in a patient-centered environment that interfaces with diverse patient populations.

1: Ethical Standards: Apply ethical standards to professional practice.
2: Legal Standards: Apply legal standards (state and federal regulations) to professional practice.

Domain II: Health Promotion and Maintenance - Educate patients and the community, based upon critical thinking and outcomes assessments, about the etiology of oral disease, promote preventive interventions and effectively work with patients to achieve and maintain a state of optimal oral health through evidence-based care.

3: Communication and Interpersonal Skills: Communicate effectively using behavioral principles and strategies with patients from diverse populations, applying cultural sensitivity.
4: Critical Thinking: Apply scientific principles and clinical expertise to critically evaluate literature when making decisions in the diagnosis and treatment of patients.
5: Assessment of Treatment Outcomes: Analyze the outcomes of patient care and previous treatment to improve oral health through application of best practices.
6: Practice Management: Apply business principles, human resource skills, and the human and technologic resources necessary for developing, managing, evaluating and protecting a general dental practice.
7: Patient Management: Apply behavioral and communicative management skills during the provision of patient care.
8: Community Involvement: Participate in the protection, promotion and restoration of oral health of the community and to those beyond traditional practice settings.
Domain III: Health Assessment – Recognize systemic diseases, substance and patient abuse and evaluate the patient’s medical and oral condition and plan treatment needs.

9: Examination of the Patient: Perform a comprehensive patient evaluation that collects patient history including medications, chief complaint(s), biological, behavioral, cultural and socioeconomic information needed to assess the patient’s medical, oral and extraoral conditions accordingly.

10: Diagnosis: Perform a differential, provisional, or definitive diagnosis by interpreting and correlating findings from the patient history and interview, the clinical and radiographic examinations, and other diagnostic tests to accurately assess.

11: Treatment Planning: Develop properly sequenced alternative treatment plans as appropriate to achieve patient satisfaction and that considers the patient’s medical history and all the diagnostic data; to discuss the diagnosis and treatment options to obtain informed consent; and to modify the accepted plan based upon regular evaluation, unexpected situations, or special patient needs.

12: Emergency Treatment: Prevent, recognize and manage dental and medical emergencies in the office.

Domain IV: Health Rehabilitation – Using universal infection control guidelines perform procedures that manage oral diseases and restore the patient to optimal oral health or refer appropriately.

13: Prescribe and/or apply clinical and/or home therapies for the management of dental caries and monitor their effect on the patient’s oral health.

14: Perform restorative and esthetic procedures that preserve tooth structure, prevent hard tissue disease, promote soft tissue health and replace missing teeth with prostheses.

15: Prevent, diagnose and manage periodontal diseases.

16: Manage conditions requiring surgical procedures of the hard and soft tissues, and to employ appropriate pharmacological agents to support the treatment and to manage the patient’s anxiety and pain.

17: Diagnosis and manage temporomandibular disorders.

18: Diagnosis and manage limited developmental or acquired occlusal abnormalities.

19: Prevent, diagnose, and manage pulpal and periradicular diseases.

20: Manage oral mucosal and osseous diseases or disorders, including oral cancer.

Non-independent Skills

Students will be exposed to the following concepts and skills, but are not expected to be able to perform these skills independently. Most of these non-independent skills are taught in the elective curriculum.

1. Perform periodontal surgical procedures
2. Observe placement of endosseous implants
3. Order and interpret advanced laboratory and radiological evaluations
4. Administer conscious sedation
5. Provide limited orthodontic treatment
6. Treatment for complex orofacial trauma and advanced intraoral infections
7. Complex restorative and pulpal therapies for primary teeth
Appendix A - Educational Mission, Philosophy and Curriculum for the Predoctoral Program at the University of Florida College of Dentistry

Mission
The educational mission of the College of Dentistry is to graduate a scientifically knowledgeable, biologically oriented, technically competent, socially sensitive practitioner of dental medicine who adheres to the highest standards of professional conduct and ethics and who can function effectively as a member of the nation's health care delivery system. Our graduates must be competent in the prevention, diagnosis and care of patients with oral-facial conditions that affect overall health and patient well-being. A competent practitioner is one who is able to begin independent, unsupervised dental practice.

Philosophy
The College of Dentistry's highest commitment is to academic excellence. The development of the competent graduate in the art, science and practice of dentistry is the foundation of our educational philosophy. It is paramount that the educational environment be humanistic and reflects the values of integrity, honesty, respect, fairness, and cooperation. It is equally important that faculty and staff develop, integrate, and facilitate effective and active learning. These efforts must result in graduates who possess and demonstrate knowledge and skills in the cognitive, psychomotor, and affective domains.

Predoctoral Education Program

http://www.dental.ufl.edu/offices/Education/DMD/

---

1 competent graduate: an individual who possesses clinical judgment, understanding, empathy, technical skills and independence to begin professional practice.
2 educational philosophy: the system of values and beliefs by which students, faculty, staff and administration will accomplish student learning.
3 humanism: a philosophy that stresses an individual's dignity, worth, self-realization and reasoning.
4 effective: producing a desired measurable outcome
5 active learning: learning which focuses on the student's involvement in the process of reasoning and understanding, as well as their responsibility to engage in continued learning, self-assessment and the pursuit of higher knowledge.
6 affective: this domain relates to behaviors indicating attitudes of awareness, interest, attention, concern, involvement and responsibility.
Appendix B – Description of Competency-based Education

Competencies are learning experiences stated in terms of what a student must be able to do to be considered competent by the profession after completion of the dental curriculum, and imply performance at a clinically acceptable level in each of the identified domains of dental practice. These competencies must be supported by a working knowledge of the basic biomedical and clinical sciences, by cognitive and psychomotor skills, and by professional and ethical values.

Competencies must be relevant and important to the patient care responsibilities of the general dentist, directly linked to the oral health care needs of the public, realistic, and understandable by other health care professionals. Specific learning objectives are listed for each course as part of a course syllabus. Thus, this competency document provides a framework for the predoctoral curriculum, whereas, a course syllabus outlines the specific learning objectives and experiences of a particular course which ultimately contributes to the achievement of competency.

Professional Development is a continuous process of improvement transitioning from novice to beginner to competent to proficient and ultimately to expert.

Competence is an intermediate stage of professional development and learning that starts with the beginner or novice dental student.

The basic and behavioral science foundation knowledge, skills, and values provide the general dentist a requisite knowledge base upon which sound clinical judgments are made. Specifically, the new dental graduate must be able to demonstrate an integrated knowledge of the biology, etiology and epidemiology of diseases and conditions affecting the oral cavity.

Basic and behavioral science knowledge and professionalism are the foundation upon which sound clinical judgments are made. Patient care is a dynamic and interactive process that begins with an assessment of the patient and leads to the restoration of a state of oral health and function, and ultimately to the promotion and maintenance of oral health. We recognize, however, that the patient care process can deviate from this "model." For example, based on an appropriate assessment, the dentist may decide that no restorative care is needed and the patient will receive preventive and health maintenance care. Our competency-based curriculum provides learning opportunities that support foundation knowledge, reinforce professional and ethical practice behaviors, and guide the development of sound clinical judgment and treatment skills.

Competencies are interdisciplinary, yet each department or division within a department is responsible for coursework with specific behavioral objectives or clinical activities. Clinical departments or divisions assess most competencies, although some competencies are assessed within interdepartmental activities.
Appendix C - Glossary of Terms in Competency-Based Education and Evaluation

**Active learning:** Learning which focuses on student’s individual responsibility to engage in continued learning, self-assessment in achieving and maintaining competency, and the pursuit of higher skill levels.

**Competencies:** Statements describing the abilities needed to engage in the independent practice of dentistry. Competencies combine foundation knowledge, skills, understanding, and professional values and are performed independently in realistic settings.

**Competency-based education:** A planned sequence of student experiences designed to move students through the stages in the competency continuum. Different methods of instruction and evaluation are used as appropriate to each level of professional growth, and the entire sequence is coordinate to produce a competent beginning practitioner.

**Competency-based evaluation:** Use of evaluation techniques and decisions that match the stages along the competency continuum. Novices are assessed with tests, beginners with simulation, and competent students with evaluation of direct patient care. Management of students is guided by assessing the correct educational qualification path for each student to decide which experiences are required to satisfy each competency. Educational diagnosis of learning difficulties and remedial interventions are also part of the evaluation system.

**Behavioral objectives:** Specific statements of expected student behavior as a result of short-term educational experiences, such as a lecture. A course typically has many behavioral objectives, most of which are cognitive in nature, although they might alternatively be in the psychomotor or affective domains. Competencies may cross disciplines and always combine skill, understanding, and supporting values.

**Best practices:** Evidence-based practice that integrates the best research evidence with clinical expertise and patient values.

**Curriculum guidelines:** Suggestions from special interest groups, usually disciplines or subdisciplines, about desired course topical coverage. There are no requirements for dental schools to conform to such guidelines, and the result of implementing all of them represents an unreasonably large task.

**Evidence-based dentistry:** The approach to oral health care that requires the judicious integration of systematic assessments of clinically relevant scientific evidence, relating to the patient’s oral and medical condition and history, with the dentist’s clinical expertise and the patient’s treatment needs and preferences.

**Foundation knowledge and skills:** The necessary core body of cognitive basic and behavioral science and psychomotor skills for novices and beginners. These are what students must know and be able to do to benefit from the curriculum experiences designed to achieve competency.

**Manage:** Recognize and treat accordingly or refer and follow-up situations beyond the competency of the dentist.

**Management:** Direction of care so that care is provided in a judicious manner that encourages patient compliance.

**Perform:** To carry to completion a prescribed course of action.

**Special needs:** any individual that exhibits a physical, psychological, social, medical or developmental challenge that requires modification of the standard methods of dental delivery.

**Treatment:** The management and care of a patient for the purpose of combating a disease or disorder.

---

7 This glossary of terms is adapted from definitions provided by the American Dental Association and the Journal of Evidenced-based Dental Practice (March 2007) as well as from the 1997 Chambers and Glassman article. Some additional terms were defined by the UFCD Curriculum Committee. For a more complete glossary of terms, please see: Chambers DW, Glassman P. A primer on competency-based evaluation. J Dent Educ 61(8): 651-66, 1997.
<table>
<thead>
<tr>
<th>Course/Department</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Administration/Professionalism</strong></td>
<td>DEN5320</td>
<td>DEN6015</td>
<td>DEN 7016</td>
<td>DEN 7017</td>
</tr>
<tr>
<td><strong>rotations</strong></td>
<td>BLS</td>
<td>CI</td>
<td>CI</td>
<td>CI</td>
</tr>
<tr>
<td><strong>events/seminars</strong></td>
<td>ICI</td>
<td>AxiUm-DEN6302</td>
<td>TEAM</td>
<td>TEAM</td>
</tr>
<tr>
<td><strong>certifications</strong></td>
<td>BLS</td>
<td>BBP</td>
<td>HIPAA</td>
<td>BBP</td>
</tr>
<tr>
<td><strong>Oral Diagnosis/Medicine &amp; Treatment Planning</strong></td>
<td>4 TP</td>
<td>4 TP</td>
<td>2 TP</td>
<td></td>
</tr>
<tr>
<td><strong>Periodontology</strong></td>
<td>2 COE</td>
<td>3 Ph1</td>
<td>3 Ph1</td>
<td>2 Ph1</td>
</tr>
<tr>
<td><strong>Clinical Rotations</strong></td>
<td>C-SRP 1</td>
<td>C-SRP 2</td>
<td>C-Phase I</td>
<td>C-STP</td>
</tr>
<tr>
<td><strong>Operative Dentistry-Skills Asses</strong></td>
<td>min of 3</td>
<td>3 (6 total)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Aesthetic</strong></td>
<td>1Cerec or 2assists+1Veneer or Diastema Closure or 2assists</td>
<td>1 Cerec and 1 Veneer or Diastema Closure</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prosthodontics</strong></td>
<td>C-6X competencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Radiology</strong></td>
<td>R: 15 FMX technique, 5 FMX/PAN interpretations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Endodontics-repquired</strong></td>
<td>4 Dx/Tx plans 1 Ant/Pre RCT</td>
<td>3 Dx/Tx plans 1 Ant/Pre/Molar RCT</td>
<td>2 Ant/Pre/Molar RCT</td>
<td>1 Ant/Pre/Molar RCT</td>
</tr>
<tr>
<td><strong>supplemental</strong></td>
<td>Caries Control/Emergency Therapy/Non-Vital Bleaching/Partial Case</td>
<td>C- #8 access</td>
<td>C-Dx/Tx Plan</td>
<td>C-Ant RCT/ C-Molar Access</td>
</tr>
<tr>
<td>Semester</td>
<td>Fall-Sem 1</td>
<td>Spr-Sem 2</td>
<td>Sum-Sem 3</td>
<td>Fall-Sem 4</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Clinical Rotations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pediatric Dentistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Surgery</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Oncology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community-Based Dentistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orthodontics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACD** = Am College of Dentists Ethics Program and paper  
**AxiUm** = Clinical Management Training  
**BLS** = Basic Life Support  
**BOD** = Board of Dentistry  
**C** = Competency Evaluation  
**CS** = Community Service  
**FDPA** = Florida Dental Practice Act  
**HIPPA, BBP** = Blood Borne Pathogens/OSHA  
**IC** = Infection Control  
**IMEP** = Inst Medical Emergency Preparedness  
**IPE** = Interprofessional Education  
**PA** = Practice Assessment  
**PTA** = Post-treatment Assessments  
**Prof Day** = Professionalism Day  

**R** = Rotation  
**RP** = Reflective Paper  
**CI** = Clinical Integration  
**SE** = Surgical Experiences  
**SL** = Service Learning  
**SUCCESS** = ADA practice management  
**X** = Care based on pt need  

- R1, R2, R3, R4, R5, R6
- X1, X2, X3
- R (exam)
Professionalism In Patient Care and Practice Management  
DEN 7016, 7017 and 8018L

The stream of professionalism courses introduces student dentists to basic concepts of clinical patient care. This includes didactic material, clinical rotations, and integration into the UFCD Philosophy of Patient Care and the mechanics of patient management. Successful completion is required before advancement to the patient care portion of the program. The goal of the course is to assist in the transition from the didactic and preclinical portion of the curriculum with the ultimate goal of developing competent dentists. Competent dentists demonstrate appropriate patient management skills, professionalism and integrity in the delivery of dental care, and critical thinking necessary for life-long learning.

The ultimate goal of DEN 7016, 7017 and 8018L across semester 6-11 is to develop an ethically competent general dentist. Ethically competent dentists demonstrate appropriate patient management skills, professionalism and integrity in the delivery of dental care, and critical thinking necessary for life-long learning. Included in this series are the many required certification courses, and issues regarding infection control, quality assurance and patient safety/emergency preparedness.
TEAM Program
(Together Everyone Achieves More)

1) The goals of the TEAM program are to:
   • Integrate the clinical curriculum and philosophy into the clinical care of the patients through effective patient management;
   • Ensure and expedite the comprehensive treatment of patients and thus make clinics more patient friendly and;
   • Assist and motivate students through the clinical program.

2) DMD Students Objectives (Learning Outcomes)

Through the TEAM program students will:
   • Provide ethical and culturally sensitive comprehensive patient care with all assigned patients;
   • Participate in a variety of learning opportunities such as conducting clinically oriented outcomes research, teaching in pre-clinics, or exploring advanced clinical education in one of the dental specialties.

3) Patient Screening and Student Assignment

A. Screening
Patients are assigned to a TEAM Clinic to be screened by a TEAM Leader. One student is assigned each half-day to assist the TL with screening new patients. Two to four screening patients are scheduled. After being examined by the TEAM Leader, students take the patients to radiology. Students on Radiology rotation take the prescribed radiographs. Patient acceptance into the program is not guaranteed and is based on the educational needs of our students. Patients must meet certain criteria to be accepted.

B. Patient Assignment
The TEAM Leader who does the initial screening of a patient will also review the radiographs before accepting the patient for comprehensive care. The TEAM leader then assigns the patient to a student based on individual student needs. The student coordinator will make the initial appointment for a complete oral examination (COE). The treatment coordinators will make all patient appointments for the students. The goal is to:
   • Improve the continuity, timeliness and sequencing of patient care;
   • Provided a home clinic;
   • Reduce the patient assignment time and the time intervals between appointments;
   • Streamline the appointment scheduling process;
   • Reduce changes in the patient’s treatment plan;
   • Maintain high patient satisfaction by providing timely and appropriate care;
   • Fully utilize our current clinical management system for scheduling and quality assurance and patient care monitoring purposes;
   • Increases interdisciplinary teaching and communication, increases collegiality and collaboration, expands learning opportunities, broadens clinical expertise, and provides an opportunity for faculty to participate in patient treatment outcomes research.

4) Clinic Hours
   • 9:30 to 10:00 am   Morning huddle
   • 10:00 to 1:00 pm   Patient treatment (Patient dismissal 12:30 P.M.)
   • 1:00-2:00 pm       Lunch
   • 2:00 to 5:00pm     Patient treatment (Patient dismissal 4:30 P.M.)
5) TEAM Staff

Treatment Coordinator (TC)
Each TEAM has one Treatment Coordinator that is responsible for:
- Scheduling patients for that TEAM;
- Monitors the patient’s records for Quality Assurance and providing general chart maintenance;
- Assists in chart reviews for each student with the TEAM Leader;
- Reviews patient’s records and acts as intermediary with UFCD Business Office;
- Tracks patient accounts to maintain current status;
- Serves as the initial contact for patient questions and complaints;
- Assists the TEAM Leader and assist with administrative duties related to efficient clinic operations including schedule changes, scheduling urgent care needs, and emergency patients;
- Attends morning huddles and TEAM meetings as needed.

Senior Clerk
- Maintains optimal working order of clinic equipment by effectively interacting with Dental Maintenance to ensure clinic is functioning efficiently;
- Enforces infection control standards by examples, giving directions as needed by the students for proper adherence to infection control standards and utilize infection control variances;
- Organizes chair side assistance program for dental students, dental assisting students from Santa Fe CC;
- Assist TC and TL with morning huddle and the management of daily schedules;
- Provide chair side assisting as needed
- Assist with clinic inventory and ordering of supplies;
- Conduct surveys as needed;
- Assist the Office of Clinical Administration with Mock Board Examinations;
- Participate in Quality Assurance Program at UFCD;
- Other duties as assigned by TL.

Dental Assistants
- Maintain optimal working order of clinic equipment by effectively working with Dental Maintenance to ensure an efficient clinic operation;
- Provide reinforcement of infection control procedures and UFCD IC Policies;
- Assist Senior Clerk with chair side assisting;
- Assist TC/TL with morning huddle and TEAM meetings;
- Provide general dental chair side assisting to dental students;
- Assist Senior Clerk with clinic inventory and maintain adequate supplies,
- Conduct surveys;
- Assist the Office of Clinical Affairs with Mock Board Examinations;
- Other assigned duties as directed by TL.

6) Team Meetings-
TEAMs will meet every other week on Friday morning based on predetermined schedule with room assignments from the Office of Education. This is done to allow students assigned to off-site rotations to return to Gainesville for these meetings. Once the scheduled dates have been assigned, the TEAM Leaders have the option to meet with the Clinic Care Group (both TEAMs) or their individual TEAMs.
A. Format for TEAM Meetings:
- Student attendance is mandatory
- Administrative announcements
- Treatment coordinator reports if needed
- Old business
- Practice management, production reports
- New business, problems, etc.
- Educational presentations; guest speakers, case presentations, materials and technique updates, etc.

7) Student Assessment
Students are assessed in each of the clinical courses and should reference the associated course syllabi and manuals. Additionally, students are awarded a letter grade in the Professionalism Courses based on meeting their clinical expectations (intramural and extramural) RVU’s, their professionalism grades, and any academic or clinical variances on record.

8) Program Outcomes/ Evaluation

The Team Program is evaluated through the following means:
- Student productivity-RVU’s total dollars and total procedures
- Competencies completed
- Clinic Income-Clinic Care Group/Total
- Chair utilization-monthly/semester/year
- Number of patients treated-cancellations/no shows
- Student satisfaction surveys
- Patient satisfaction surveys
Clinical TEAM Grading with AxiUm

1) **Common grading scale 1-4**

The 4 point grading scale will be used for clinical activities grading (Quality, Professionalism and Quantity grade (RVUs)) with the following definitions:

4-Exceeded Expected Outcome
3-Achieved Expected Outcome (deemed to be of satisfactory quality)
2-Modification/Intervention Necessary (outcome was satisfactory after unanticipated or unwarranted modification and/or intervention)
1-Did Not Meet Expected Outcome (deemed to be below a marginally acceptable quality and may require repair/replacement)

*Critical errors will be determined by each individual department’s competency
*The minimum passing grade is 2 points

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>4 point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.50-4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.25-3.49</td>
</tr>
<tr>
<td>B+</td>
<td>3.00-3.24</td>
</tr>
<tr>
<td>B</td>
<td>2.75-2.99</td>
</tr>
<tr>
<td>B-</td>
<td>2.50-2.74</td>
</tr>
<tr>
<td>C+</td>
<td>2.25-2.49</td>
</tr>
<tr>
<td>C</td>
<td>2.00-2.24</td>
</tr>
<tr>
<td>E</td>
<td>&lt; 2.00</td>
</tr>
</tbody>
</table>

2) **Professionalism criteria**

1. Preparation for procedure(s)
2. Evidence-based judgment
3. Interpersonal skills
4. Compliance with infection control standards
5. Time management

*See “Professionalism and patient management criteria chart” (Page 4)*

3) **Grading Forms in AxiUm**

The clinical grading form consist of a series of questions/errors (set by each department) related to an ADA code written in the treatment plan. The questions are written so they delineate the possible errors that the students could do on a specific procedure/step.

The faculty will need to assign a professionalism and quality grade based on the student performance every day. If any error/s have found, the proper question/category/error must be marked and final quality and professionalism grade are granted. **If the procedure is done properly, there is no need to mark/click in any error/category/questions and a quality and professionalism grades are granted.** These quality and professionalism grades are then dump into a report that averages them for the final grade calculations.
Once the procedure/step is marked as completed, the correspondent RVU value is accumulated (**Quantity Grade**). If the case is “in progress”, the quality and professionalism grades are granted, but RVUs are not accumulated.

4) **Competencies**
AxiUm contains competency assessment forms from each discipline. The criteria for each assessment can be found in the clinical course syllabus in ECO. Competencies are graded on a 1-4 scale. A grade of “1” is not passing therefore the competency will have to be challenged again.

**Competency assessment is usually different from daily grading in these areas:**

- **Students must practice these expectations on a certain number of patients before they can challenge a competency assessment.**
Each department should delineate the pre-requisites for each competency. We will use the Info Manager Report to see if the student has completed the pre-requisites. The Info Manager will be set up to generate custom reports for each department.

- **Student chooses (self selects) the patient to challenges the competency**
The students must notify the patient care coordinator, senior clerk and faculty if they will be performing a competency that session so a “Patient alert” could be issue prior to the clinical session. This alert will prompt the faculties about this “examination” so the student work independently and the faculty evaluates accordantly.

- **Competency assessment is global (cognitive, psychomotor and affective) not skill focused only.**
The patient selection, performance and professional behavior will determine the final competency grade.

- **It is pass/fail grading with critical errors clearly defined.**
The competencies will be graded on the scale of 1-4. By definition if “1” is granted the competency has been failed. “2” is the minimum passing score for competencies. Critical errors will be determined by each individual department’s competency.

- **Students must conduct a self-assessment before faculty assessment.**
The department “competency form” that includes the student self evaluation must be used. This form is different from the “department specific grading form”.

- **Ideally there are two graders.**
Before granting a “1” (failing grade) a second opinion must be requested. This second faculty, from the same department, should evaluate the case and have a conversation with the responsible faculty. After this discussion the final competency grade is granted. A comment should be written in the “comment box” if the competency has been failed.

- **Students who do not pass re-challenges at another appointment. They may or may not be downgraded for multiple attempts.**
Every department will evaluate the possibility of downgrading for multiple attempts.

5) **Final Semester Grade Calculations**
Each department will decide how the final semester grade calculations will be done and how the RVUs are incorporated in the equation. See “Overview of DMD Clinical Curriculum chart”.

16
## Clinical Evaluation of Professionalism and Patient Management

<table>
<thead>
<tr>
<th>Question</th>
<th>Superior (4)</th>
<th>Acceptable (3)</th>
<th>Marginally substandard (2)</th>
<th>Unacceptable (1) (Critical Errors)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Evidence-based judgment</strong> Did the student draw upon current biomedical and clinical knowledge to exercise evidence-based judgment?</td>
<td>Extensive in-depth knowledge and understanding. Information is complete, accurate, concise and well organized. Ability to associate all exam findings with issues raised in health history. <strong>Seeks more information and asks insightful questions.</strong> Analyzes literature and incorporates it into patient treatment. Student is exceptionally prepared.</td>
<td>Demonstrates knowledge and understanding. Foundation knowledge and medical information is complete and accurate. Ability to associate all exam findings with issues raised in health history. <strong>Analyzes literature and incorporates it into patient treatment. Student is adequately prepared.</strong></td>
<td>Demonstrates some gaps in knowledge and understanding. Foundation knowledge and medical information is partial and with some inaccuracies. Ability to associate most exam findings with issues raised in health history. Little evidence is incorporated into the patient treatment. Student is minimally prepared.</td>
<td>Student has little to no knowledge of the patient medical &amp; dental history and/or failed to consult with faculty or appropriate health care providers. <strong>Key information is missing and planning is incomplete.</strong></td>
</tr>
<tr>
<td><strong>2. Interpersonal skills</strong> Did the student demonstrate acceptable interpersonal skills while interacting with faculty, staff and the patient; including the appropriate use of effective techniques to manage anxiety, distress, discomfort and pain associated with this procedure?</td>
<td><strong>Overtly demonstrates</strong> honesty, integrity, humility, compassion and respect for patients, peers &amp; staff. <strong>Clearly recognizes</strong> patient concerns and needs in the context of their lives and the patient’s oral care. Establishes rapport with patient and communicates skillfully. Displays fair-mindedness and actively seeks feedback.</td>
<td>Demonstrates honesty, integrity, compassion and respect for patients, peers &amp; staff. <strong>Recognizes</strong> patients concerns and needs in the context of the patient’s oral care. Establishes rapport with patient and communicates well. Displays fair-mindedness and accepts feedback readily.</td>
<td>Demonstrates honesty, integrity, compassion and respect for patients, peers &amp; staff. <strong>Recognizes some</strong> of the patients concerns and needs in the context of the patient’s oral care. Establishes minimal rapport with patient. Some communication skills lacking. <strong>Accepts some feedback.</strong></td>
<td>Student interactions are disrespectful or insensitive. Ineffective communication and failure to establish functional rapport with patient. Disinterested in patient's needs. Displays close-mindedness' by resisting faculty or patient feedback.</td>
</tr>
<tr>
<td><strong>3. Compliance with infection control standards</strong> Did the student use universal precautions and comply with regulations regarding infection control, hazard communication and medical waste disposal?</td>
<td>Student follows protocol in the Clinical Procedural Manual. Uses and removes PPE <strong>appropriately.</strong> Clearly recognizes patient’s non-verbal desire concerning asepsis and communicates skillfully with staff, faculty, and patients about asepsis procedures and questions.</td>
<td>Student follows protocol in the Clinical Procedural Manual. Uses and removes PPE <strong>appropriately.</strong> Recognizes patient’s non-verbal desire concerning asepsis and as necessary communicates effectively with staff, faculty, and patients about asepsis procedures and questions.</td>
<td>Student follows protocol in the Clinical Procedural Manual but uses or removes PPE <strong>inappropriately.</strong> Recognizes some patient non-verbal desire concerning asepsis and as necessary communicates with staff, faculty, and patients about asepsis procedures and questions.</td>
<td>Break in asepsis as described in the Clinical Procedure Manual.</td>
</tr>
<tr>
<td><strong>4. Time management</strong> Did the student use the clinical time appropriately?</td>
<td>Student uses time efficiently, finishing on or ahead of time with the patient and allowing enough time to complete paperwork in a timely fashion. <strong>Student assists with other clinic functions.</strong></td>
<td>Student uses time <strong>properly,</strong> finishing on time with the patient and allows time to complete paperwork on time.</td>
<td>Student finishes on time with the patient however the paperwork and grading have to be done after clinical hours.</td>
<td>Student does not finish within the allotted time and the patient must return. The paperwork and grading have to be done after clinical hours.</td>
</tr>
<tr>
<td><strong>5. Preparation for procedure</strong> Was the student prepared to perform the procedure?</td>
<td>Student is <strong>completely prepared</strong> to perform the procedure. Knows the steps and procedures properly by setting up the appropriate instruments and materials. Student needed <strong>little to no assistance</strong> and completed patient care with superior standards.</td>
<td>Student is <strong>prepared to</strong> perform the procedure. Knows the steps and procedures properly by setting up the appropriate instruments and materials. Student needed <strong>some assistance</strong> and completed patient care with acceptable standards.</td>
<td>Student is <strong>minimally prepared</strong> to perform the procedure. <strong>Some instruments and/or materials are missing.</strong> Student needed <strong>some assistance</strong> and completed patient care with acceptable standards.</td>
<td>Student was <strong>not prepared to</strong> perform the procedure. Did not have the necessary instruments and materials and did not know the steps and procedures to satisfactorily complete the procedure.</td>
</tr>
<tr>
<td>Course Number</td>
<td>DEN 7761L</td>
<td>DEN 7766L</td>
<td>DEN 8768L</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Credit Hours</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Minimum</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>Clinical</td>
</tr>
<tr>
<td></td>
<td>Clinical</td>
<td>Experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency</td>
<td>TPC1</td>
<td>S/U</td>
<td>TPC2</td>
<td>S/U</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment Plan</td>
<td>Selection</td>
<td>S/U</td>
<td>Selection</td>
<td>S/U</td>
</tr>
<tr>
<td>Case Presentations</td>
<td>of completed case(s)</td>
<td></td>
<td>of completed case(s)</td>
<td></td>
</tr>
<tr>
<td>Daily Grades</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>RVU’s</td>
<td>70%</td>
<td>70%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>
## CLINICAL PERIODONTOLOGY OVERVIEW

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number</th>
<th>Minimum Cumulative Perio Cases (Phase I Evals)</th>
<th>Surgical Experiences (4002/4003)</th>
<th>Competency Requirement</th>
<th>Clinical Experience</th>
<th>Minimum Experience to Attempt Competency</th>
<th>Maintenance Cases</th>
<th>Daily Scores</th>
<th>Prof. Scores</th>
<th>Competency</th>
<th>RVU's</th>
<th>Cumulative RVU's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Summer (6)</td>
<td>7834L</td>
<td>2 COEs Comprehensive Oral Exams (00150)</td>
<td>1 Maintenance Case (1110/4910)</td>
<td>Maintain All</td>
<td></td>
<td></td>
<td>30</td>
<td>10</td>
<td>0</td>
<td>60</td>
<td>A = 1050 Total A+ = 850 &quot; B+ = 850 &quot; B = 750 &quot; B- = 720 &quot; C+ = 690 &quot; C = 660 &quot;</td>
<td></td>
</tr>
<tr>
<td>Junior Fall (7)</td>
<td>7835L</td>
<td>3*</td>
<td>SRP Part I (Simple Case) 4341/4342</td>
<td>3 Quadrants SRP</td>
<td>Maintain All</td>
<td></td>
<td>30</td>
<td>10</td>
<td>30</td>
<td>30</td>
<td>A = 1745 Total A+ = 2575 &quot; B+ = 2405 &quot; B = 2235 &quot; B- = 2065 &quot; C+ = 1895 &quot; C = 1725 &quot;</td>
<td></td>
</tr>
<tr>
<td>Junior Spring (8)</td>
<td>7836L</td>
<td>6*</td>
<td>SRP Part II (Complex Case) 4341/4342</td>
<td>5 SRP Patient Cases</td>
<td>Maintain All</td>
<td></td>
<td>30</td>
<td>10</td>
<td>30</td>
<td>30</td>
<td>A = 4740 &quot; B+ = 4445 &quot; B = 4380 &quot; B- = 4150 &quot; B- = 3855 &quot; B = 3160 &quot; C+ = 3256 &quot; C = 2970 &quot;</td>
<td></td>
</tr>
<tr>
<td>Senior Summer (9)</td>
<td>8837L</td>
<td>8*</td>
<td>Phase I 4380/4380a</td>
<td>6 Phase I Evaluations with at least 1 Complex</td>
<td>Maintain All</td>
<td></td>
<td>30</td>
<td>10</td>
<td>30</td>
<td>30</td>
<td>A = 6860 &quot; B+ = 6460 &quot; B = 6068 &quot; B = 6566 &quot; B = 5354 &quot; B = 4852 &quot; C+ = 4450 &quot;</td>
<td></td>
</tr>
<tr>
<td>Senior Fall (10)</td>
<td>8838L</td>
<td>9 Total*: 4 Complex/5 Simple</td>
<td>SPT 4910 Clinical Exam II</td>
<td>3 SPT Patient Cases</td>
<td>Maintain All</td>
<td></td>
<td>30</td>
<td>10</td>
<td>30</td>
<td>30</td>
<td>A = 9290 &quot; B+ = 8825 &quot; B = 8360 &quot; B = 7895 &quot; B = 7460 &quot; B = 6965 &quot; C+ = 6500 &quot;</td>
<td></td>
</tr>
<tr>
<td>Senior Spring (11)</td>
<td>8839L</td>
<td>All remediation must be completed</td>
<td>Case Based Written Exam</td>
<td>Maintain All</td>
<td></td>
<td></td>
<td>30</td>
<td>10</td>
<td>10</td>
<td>50</td>
<td>A = 10415 &quot; A+ = 9718 &quot; B+ = 9021 &quot; B+ = 8525 &quot; B = 8080 &quot; B = 7635 &quot; C+ = 7190 &quot;</td>
<td></td>
</tr>
</tbody>
</table>

How many periodontitis cases do I need to treat by the end of Senior Fall semester?
Students must complete:
A minimum of 10 SRP appointments (D4341/4342)
A minimum of 9 total Phase-I Evaluations. At least 4 of these should be “Complex cases”.

Why do I have to do it by the end of Senior Fall?
We want Senior Spring semester to be available for students to complete any remaining assigned treatment and to arrange ongoing care for their patients. In a situation where students need to remediate, we want to be sure they have adequate time to do so, without delaying their graduation.

What is a complex case?
The requirements for a complex case are:
- Adult dentition
- Minimum 10 teeth
- Probing depth ≥4mm on at least 5 teeth
- Radiographic evidence of at least 20% bone loss
- Minimum of one molar tooth with furcation involvement
- Clinically detectable subgingival calculus

What is a simple case?
All periodontitis cases that do not meet the aforementioned classification criteria (Complex).

We have 2 competency tests in SRP. How do they differ?
SRP Competency Part I examinations should be completed (Junior Fall) on an adult who meets the above classification criteria for a Simple Case. SRP Competency Part II examinations must be completed (Junior Spring) on a patient meeting the criteria for Complex Cases (as listed above).

Tell me some more about Phase I Evaluations.
Phase I Evaluations are best completed on cases the individual student has personally rendered the planned initial SRP Phase I Periodontal therapy (i.e. that student has provided therapy in at least 2 of the quadrants).

What else do I have to do prior to graduation?
Successfully pass all Clinical Competency examinations.
Note: Competencies must be completed in the sequence outlined in this overview and in the semester assigned.
Students must also successfully complete the Clinical Exam II Competency (Mock Board) within the Senior year and complete 2 rotations to Graduate Periodontology.

*Phase I is recommended for completion by this date. Final requirement for 9 cases is binding; semester-based levels are recommendations only. Students who are more than one case behind the recommended number of completions at any deadline date will receive a notification letter from the department regarding their lack of clinical progress.
**The Rotation to Graduate Periodontology runs throughout semesters 8, 9 and 10, with 4 DMD students attending the clinic each week. Grading for the rotation cycle is done at the end of semester 9; irrespective of when a given student attended the rotation.
## Clinical Operative Overview

<table>
<thead>
<tr>
<th>Semester</th>
<th>Summer/6</th>
<th>Fall/7</th>
<th>Spring/8</th>
<th>Summer/9</th>
<th>Fall/10</th>
<th>Spring/11</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>7744L</td>
<td>7745L</td>
<td>7746L</td>
<td>8747L</td>
<td>8748L</td>
<td>8749L</td>
<td></td>
</tr>
<tr>
<td>Credit hours</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### Quality Evaluation

The Following 5 Criteria are Evaluated During Each Clinic Session:

1. Preparedness, Time Management and Patient Management
2. Ability to Provide an Appropriate, Evidenced-Based Rationale for Treatment (includes planned treatment and each step in treatment provided in this clinic session)
3. Psychomotor Ability
4. Infection Control
5. Professionalism

Evaluation is based on whether a student:

- Exceeded the Expected Outcome
- Achieved the Expected Outcome
- Achieved an Acceptable Outcome with Modification/Intervention
- Did Not Meet the Expected Outcome

### Skills Assessments

<table>
<thead>
<tr>
<th>Competency Evaluation</th>
<th>Minimum of 3</th>
<th>Successful Completion of all 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aesthetic Requirement</th>
<th>1 Cerec (or 2 assists) and 1 Veneer or Diastema Closure (or 2 assists)</th>
<th>1 Cerec and 1 Veneer or Diastema Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Successful Completion of Jr. &amp; Sr. Requirement</td>
<td>Successful Completion of all 6</td>
</tr>
</tbody>
</table>

Students must complete a minimum of one case in the same clinical classification prior to challenging the skills assessment. Students must select the case and patient and declare the skills assessment or competency evaluation at the morning huddle. A grade of “2” in all categories is the minimum passing grade for skills assessments and competency evaluations.

### Quantity Evaluation

#### Breadth of Experience/RVUs

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&gt;600</td>
<td>400-599</td>
<td>300-399</td>
<td>&lt;300</td>
</tr>
<tr>
<td></td>
<td>&gt;2000</td>
<td>1500-2199</td>
<td>1300-1499</td>
<td>&lt;1300</td>
</tr>
<tr>
<td></td>
<td>&gt;4100</td>
<td>3500-4099</td>
<td>3000-3499</td>
<td>&lt;3000</td>
</tr>
<tr>
<td></td>
<td>&gt;7000</td>
<td>5500-6999</td>
<td>5000-5499</td>
<td>&lt;5000</td>
</tr>
<tr>
<td></td>
<td>&gt;9500</td>
<td>8000-9499</td>
<td>7500-7999</td>
<td>&lt;7500</td>
</tr>
<tr>
<td></td>
<td>&gt;12000</td>
<td>10500-11999</td>
<td>10000-10499</td>
<td>&lt;10,000</td>
</tr>
</tbody>
</table>

### Semester Grade

**Quality** 50%

**Quantity (RVUs):** 50%

*In addition, all skills assessments, competency assessments, and aesthetic requirements must be completed by semester 8 and 11 or an “E” grade will be issued.*
### Clinical Prosthodontics Overview

<table>
<thead>
<tr>
<th>DN Status</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>ALL 6 COMPETENCIES, 20 UNITS and ≥13,250 RVUs MUST BE COMPLETED</td>
</tr>
<tr>
<td>Course #</td>
<td>7845L</td>
<td>7846L</td>
<td>8857L</td>
<td>8858L</td>
<td>8859L</td>
<td></td>
</tr>
<tr>
<td>Credit hours</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Fixed Psychomotor Entry Exam
- Single Crown Preparation & Provisional restoration completed on a Dentoform within clinical working hours
- Single Posterior Crown
- Single Anterior Crown
- 3 unit FPD
- RPD Design
- RPD Case

### 6 Clinical Competencies
- Can be completed any semester
- Must be completed prior to graduation
- Student must complete one (1) case prior to challenging the competency.
- Multi-step competencies are to be completed on the same patient. TEAM Leader approval REQUIRED for exceptions
- Student must select the patient to challenge the competency and declare at the beginning of the session (2) is the minimum passing grade for competencies

#### Quality (20%) - Average of daily procedures

<table>
<thead>
<tr>
<th>Scale 1-4</th>
<th>1: Unacceptable / Inadequate quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:</td>
<td>Marginally acceptable / Minimum passing grade</td>
</tr>
<tr>
<td>3:</td>
<td>Acceptable / Satisfactory quality</td>
</tr>
<tr>
<td>4:</td>
<td>Excellent / Superior quality</td>
</tr>
</tbody>
</table>

#### Quantity (70%) - RVUs

<table>
<thead>
<tr>
<th>Units</th>
<th>1: &lt; 499</th>
<th>2: 500 - 749</th>
<th>3: 750 - 999</th>
<th>4: 1,000-1,250</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitive Phase Treatment Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum of 1 Completed Unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum of 5 Completed Units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum of 10 Completed Units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum of 20 Completed Units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Professionalism (10%) - Average daily grade

| Evidence-based judgment, Interpersonal skills, Infection control, Time management, Preparation |
| Scale 1-4 | See criteria |

#### Units

| Multi-step cases are to be completed by the same student following comprehensive care standards for the benefit of the patient and the student learning experience. TEAM Leader approval REQUIRED for exceptions. |

#### Grading Scale

<table>
<thead>
<tr>
<th>Semester Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
</tr>
<tr>
<td>Quantity (RVUs):</td>
</tr>
<tr>
<td>Professionalism</td>
</tr>
</tbody>
</table>

Highest passing grade = “C” if minimum units are not completed within the semester
<table>
<thead>
<tr>
<th>DN Status</th>
<th>2</th>
<th>3</th>
<th>3</th>
<th>4</th>
<th>4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Course #</td>
<td>DEN 7735L</td>
<td>DEN 7736L</td>
<td>DEN 8737L</td>
<td>DEN 8738L</td>
<td>DEN 8739L</td>
<td></td>
</tr>
<tr>
<td>Credit hours</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Number of Clinical Competencies/Sem</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency Name and Completion Date</td>
<td>Synthetic Tooth #8 RCT Access (Sim Lab Session)</td>
<td>Diag/Tx Planning Competency (P/F) (Patient-based) (May be attempted earlier after completing 7 Diag/Tx Plans in AxiUm)</td>
<td>Synthetic Tooth #8 RCT Competency Synthetic Tooth #3 Access Competency (Mock Board Session)</td>
<td>Anterior/Premolar/ Molar Diagnosis and RCT Competency (Patient-based) (May be completed earlier after 5 case points have been accumulated)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Expectations: Required Activity</td>
<td>Anterior/Premolar RCT (at least 1 case) Complete a minimum of 4 Diag/Tx Plans in AxiUm</td>
<td>Anterior/Premolar/ Molar RCT (at least 1 case) Complete a minimum of 3 Diag/Tx Plans in AxiUm</td>
<td>Anterior/Premolar/ Molar RCT (at least 2 case points) Complete Recall Evaluations (suggested) [A total of 8 (7 plus 1 competency Diag/Tx Plan must be completed in AxiUm by the end of this semester.)]</td>
<td>Anterior/Premolar/ Molar RCT (at least 1 case point) Complete Recall Evaluations (suggested) (A total of 5 case points must be accumulated by the end of this semester)</td>
<td>Complete 2 Recall Evaluations (2 RCT recalls must be completed by end of this semester)</td>
<td></td>
</tr>
<tr>
<td>Minimum patient-based completed RCT by semester</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Clinical Rotation Courses

In addition to the intramural clinical courses and comprehensive patient care provided in the TEAM program, students are assigned to a series of intramural and extramural rotations. These experiences provide the student with depth in a specific discipline and access to treat specific populations, as well as, provide access to care for underserved populations.

Intramural Rotations:
Please see the rotation schedule to note your assigned dates. Refer to the specific syllabi for learning objectives, assessment of student competency and course grading.

Hospital Dentistry (DEN 7443L)
Oral and Maxillofacial Surgery and Diagnostic Sciences (DEN 7805L, 8809L)
Oral Oncology (DEN 7819L)
Orthodontics (DEN 7819L)
Pediatric Dentistry (DEN 7825L, DEN 7826L, 7826L, 8828L)
Radiology (DEN 7762L)

Extramural Rotations:
Students participate in three selected rotations of (9 days each).

Community Based Programs (DEN 8708L, 8709L, 8710L)

The intent of the extramural assignments is to facilitate your growth and maturation in the profession of dentistry and assist your transition from the status of dental student to that of practitioner. Data indicates that students returning from well-conducted experiential educational assignments demonstrate improved communication, organizational, and decision-making skills. Additionally, not only has clinical competence progressed, but also, self-evaluation and accountability have been enhanced. The key elements of a successful extramural experience include:

1. The facilities (the design of the dental clinic, the equipment, the instruments, the supplies; plus the housing)
2. The staff (the supervising dentists and the auxiliaries).
3. The diversity of patients treated, as well as the diversity of services provided.
4. The overall management of the dental practice.
5. The planning of the experience itself by the student.
Global Student Assessment

Students will challenge clinical competency assessments in the TEAM program and on intramural rotations. The mechanisms to do this and the assessment criteria for each discipline are outlined in each clinical course syllabus. Additionally, students are assessed globally on their abilities to use critical thinking, evidence-based decision making, application of biomedical knowledge, ethical decision-making and professional responsibility in patient care through the global assessments highlighted below.

Evaluation provides an opportunity for introspection by students and faculty. Only by recognizing weaknesses can these issues be addressed. By the same token, insight into strengths can provide assessment of interests and direction toward specific areas for which students have an aptitude.

Assessment Across the UFCD Curriculum

<table>
<thead>
<tr>
<th>Written Tests</th>
<th>Lab Simulators</th>
<th>Feedback &amp; Reflection</th>
<th>Inquiry</th>
<th>Work Samples</th>
<th>Clinical Observation-based assessment</th>
<th>Technology Simulation</th>
<th>Global Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Content MCQ (Mult courses)</td>
<td>practical’s (Mult courses)</td>
<td>Reflection Essay 1, Standardized Patients (DEN 5221)</td>
<td>EBD Presentation (DEN 6001)</td>
<td>CL Exam I, Patient Care, (DEN 7961L) TEAM Assessment (DEN 7016)</td>
<td>CL Exam I- Oral Exam, (DEN 7961L) TEAM assessment (DEN 7016)</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>Case-based MCQ, Brief-focused essay (Mult courses)</td>
<td>practical’s (Mult courses)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>Case-based MCQ, CL Exam I-written (DEN 7961L)</td>
<td>CL Exam I-practical (DEN 7961L)</td>
<td></td>
<td>CL Exam II, CL patients (DEN8960L)</td>
<td></td>
<td>TEAM assessment (DEN 8018)</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>CL Exam II Laws/Rules (DEN8960L)</td>
<td>CL Exam II practical (DEN8960L)</td>
<td>Reflection Essay- Community Service (DEN 8019L)</td>
<td>Biomaterial Review Presentation (DEN 8719L)</td>
<td>Completed Case Presentation (DEN 8768L)</td>
<td>CL Exam II</td>
<td></td>
</tr>
</tbody>
</table>